

YMCA S.A.F.E. PLANNING TOOL

Site Name:	YMCA Staff:
Component Age Group:	Activity Dates:
Program Component Name:	

STEP 1 – TRAINING PROCESS - Instruction should be SEQUENCED and ACTIVE

SEQUENCE THE LEARNING– Where can I break the learning or skills development into steps?

Describe how you will explain the activity from start to finish

Identify where will you plan to break learning down into steps throughout the activity

PROVIDE OPPORTUNITY FOR STUDENTS TO BE ACTIVE AND BE ACTIVE WITH THEM - Demonstrate what you want participants to learn (the skills or learning objectives outlined in that step by step SEQUENCE), then allow them the opportunity to practice and work in the activity. TIP – Get in to the activity with them. Ask, Listen and Encourage.

How do you plan to demonstrate the learning or skills?

What will you have participants practice individually or in groups?

How will staff be actively involved and engaged with the youth (encouraging them as a mentor or coach) while they are ACTIVE in the learning and skill development?

STEP 2 – PROGRAM CONTENT – Should be FOCUSED and EXPLICIT

FOCUSED - Specific time and attention on skill development/learning. Give participants adequate time and attention to FOCUS on learning and skills development. How will you make the activities, materials, and process FOCUSED on what you want participants to learn?

What specific skills or learning objectives are identified?

How will you plan to maintain a focus on those skills or objectives throughout the activity?

What materials/resources will you manage (prepared and organized before the activity begins. Identify who will assist and plan together) and how are they aligned to a focus on skills and learning?

EXPLICIT - Observing, questioning, coaching & reflection=validation of skills/learning. Validate what you wanted the participants to learn throughout the activity. You are being EXPLICIT, when you can learn or validate which outcomes or benefits participants experienced from the activity while conducting the activity in real time.

TIPS FOR BEING EXPLICIT: Have participants demonstrate/summarize what they've learned. Routinely reinforce the importance of the skills or learning and link to past and future learning or experiences. **DON'T WAIT UNTIL THE END TO DO THIS. PLAN TO BE EXPLICIT THROUGHOUT THE ACTIVITY**

During the time participants are ACTIVE (practicing and engaged in the activity), what pre-identified open ended questions will you plan to ask in order to validate learning?

If participants look confused, have low energy, are not engaged or ask lots of questions about the activity, maybe you were not explicit. What are your plans to provide additional instructions or demonstrations to become more explicit with your skill or learning objectives?

What questions will you ask during reflection? Plan to allow time for reflection during, and at the end of the activity? (Example questions: What were the learning objectives or skills developed today? What was easy or hard about the activity? What did you learn that was new? What ways might you apply what you learned in this activity?)